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ABSTRACT

A special Career Guidance program was implemented for a group of gifted and talented eleventh grade students at River Dell Senior High School (Oradell, New Jersey). Ten students and two alternates were selected from fifty-two applicants to participate in this program, which included both laboratory and shadowing experiences. Activities were designed to enable the students to identify career interests, refine career choices, and synthesize decisions through hands-on-experience. The program was supervised and evaluated by a director and advisory committee representing related factions. A project coordinator planned, led, and coordinated project content, testing, activities, and field assignments for the participants. The program resulted in the following accomplishments: (1) favorable reports and evaluations by students, who indicated an increased knowledge of careers and career planning information, personal values, and the decision-making process; (2) a strong cooperative relationship between the school system and local professionals; and (3) support of the goal and organization of the program by teachers, administrators, board members, and parents. Starting the program in March proved to be detrimental to the impact of the program due to already established schedules. (BM)

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ED190847

FINAL REPORT

OF

EXEMPLARY MODEL for CAREER GUIDANCE

of the GIFTED and TALENTED

1979-80

River Dell Regional High School
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CE026 370

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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January 1980
Beginning Date

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The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: EXEMPLARY MODEL FOR CAREER GUIDANCE OF THE GIFTED AND TALENTED AT RIVER DELL HIGH SCHOOL

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: RIVER DELL REGIONAL SCHOOL DISTRICT

ADDRESS: RIVER DELL SENIOR HIGH SCHOOL

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(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

This project sought to set an example for a new approach to the vocational and career planning of gifted and talented high school students. Because of the multipotentiality, strong creativity, and need for contribution to society, (usual characteristics of this group) traditional approaches to career planning, and traditional attitudes toward the gifted most often do little in the area of career decision-making. Through laboratory experiences, and shadowing experiences, the gifted participants were able to identify career interests, refine career choices, and synthesize decisions through hands-on experience. Criteria were explicit for the selection of participants and the program was supervised and evaluated by a director and advisory committee representing related factions. A project counselor planned, lead, and coordinated project content, testing, activities, and field assignments for the participants.

This project helped the River Dell School district carry out the goals and intents of the Thorough and Efficient mandate by providing one of the means through which this special group of students can progress toward the full realization of their talents, their life satisfaction in terms of societal contribution, and their potential role as change agents for the improvement of the quality of life for all of us.

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A. Introduction

A special Career Guidance program was implemented for a group of gifted and talented eleventh grade students at River Dell Senior High School.

The program followed design and guidelines established in the approved project proposal "Exemplary Model for Career Guidance of the Gifted and Talented". However since approximately one half the funds and time were actually appropriated; the original scope of the project was curtailed.

These changes and their impact will be discussed further in this report.

This program provided important opportunities for learning for the students, and for establishing excellent rapport between the school and local business community.

AN EXEMPLARY MODEL OF CAREER GUIDANCE FOR GIFTED AND TALENTED STUDENTS

1. Problem:

Gifted and talented students (who comprise approximately 5 per cent of the student population) face special problems in the areas of career planning and vocational decision - making (Barbe, 1963; Hoyt, 1975). These problems include (1) the issue of career selection in a much wider range than the usual because of wider interests and many superior aptitudes which characterize the multipotentiality of the gifted (Barbe, 1963; Bowman, Nash, and Colson, 1978), (2) The overemphasis on academic experiences in school which often places the practical goals of American education (making a living, appreciating life, self-fulfillment, etc.) at a remote distance (Bowman, Nash, & Colson, 1978), and (3) the presentation of the world of paid employment (by teachers and counselors) in terms of current and static descriptions which often spells out a sterile theme to the strongly creative and active minds of the gifted. Programs for the gifted must be viewed in terms of contributions to their future careers (Torrance, 1976). Without this forward look in practice there is the real prospect of losing the talents of these individuals who are so promising in roles of leadership and innovation. It is of utmost importance to society that their talents are developed to their fullest extent. A thorough and efficient education for the gifted must help them towards the goals of self-realization and significant societal contribution.

2. Objectives:

Because the major strands that individually and collectively shape careers (in addition to classroom instruction) are occupational choice and work experience, the objectives of this proposal are:

1. The identification of tentative career interest areas - Gifted and talented will identify tentative career interest areas through guidance laboratory experiences which include self-investigation procedures, evaluation and inventory measures, and the group counseling procedures.

II. The narrowing of tentative career areas - gifted and talented students will investigate and narrow tentative career interest areas through a shadowing experience of observing people in fields identified in laboratory experiences. These activities will be under the mentorship of a counselor.

III. The synthesis of identifying and narrowing career interest areas - gifted and talented students will begin to synthesize the identification and narrowing of career interest areas through working experiences under the direction of persons in the chosen career fields and coordinated by a counselor.

3. Definition of Terms

"The shadowing experience" - refers to an opportunity for students to observe professionals at the work site, and take notice of the environment, tasks, machinery and personnel.

4. Related Research and Background Information:

A model program of career guidance was implemented at River Dell Senior High School which focused on a select number of eleventh grade students. This model was fashioned along very similar lines as the successful and exemplary project initiated and developed at Texas A & M University and funded by the U.S. Office of Education's Office of Career Education in July, 1976. This project was implemented at the A & M Consolidated School District (adjacent to thecampus of the University) during the 1976-1977 school year (Bowman, Nash, and Colson, 1978).

B. Body of Report

1. Procedures used;

Procedures for selection of participants.

In February each member of the junior class was notified of the scope and purpose of the project. Interested students were instructed to notify their guidance counselors. Parents were informed through the principals monthly newsletter. The faculty was notified about the project and urged to refer the names of students to the guidance office. From the start the criteria for selection were made clear.

Fifty two students wished to be considered for the program. The following information was gathered for each candidate.

1. Results of Stanford Achievement Test (gr. 10).
2. VR & NA and Abstract reasoning score from the DAT.
3. Cumulative grade average - and ranking of these 52 students.
4. Results of the Rezulli - Hartmann Behavioral Characteristic (Completed by a teacher selected by the student).
5. Results of the Purdue University Test of Creativity.
6. Results of a questionnaire of accomplishments completed by each participant.

The identities of the students were hidden. A committee comprised of the 3 high school counselors (not the project counselor) assigned numerical weight to each category. As a result of these mathematical calculations 10 participants and 2 alternates were chosen.

The project was divided into two phases which occurred from March through June 1980.

Phase I

The guidance laboratory experience.

Students met daily in a group setting with the counselor assigned to the program. During this phase students discussed in detail their own results to the Strong-Campbell Interest Inventory:

completed, personal value and skills excercises, used the GIS computerized occupational file and read books, pamphlets, magazines related to careers. In addition participants were able to hear and ask questions of speakers from a variety of fields.

Speakers from the following fields were included in this phase:

1. International Transportation and Finance (Sealand)
2. Law
3. Photo journalism (The Record)
4. The business of Television (ABC)
5. Human Resources and Training (Burns and Roe)
6. Engineering (Burns and Roe)
7. Computers (IBM)
8. Medicine
9. Politics
10. Journalism

In addition Gordon Miller, author of Decisions and Outcome (CEEB, 1975) led one group session on decision making process. The entire group also visited Catalyst career library on E. 60th street in N.Y.C.

The Shadowing Experience

Near the conclusion of phase one - participants were asked to select career areas to explore further. Arrangements were made to transport students to sites. The May calendar was filled with so many events that these shadowing experiences took place in one long visit of up to five hours, rather than 5 one hour visits.

The following career areas were observed;

Merchandising and retail sales (Altman's)

Sports Medicine (Dr. Levy)

Dentistry (Dr. Yates)

Hospital Administration & Pathology (Pascack Valley Hospital)

Psychology (Dr. Milano)

Accounting (Price Waterhouse)

Politics (Aide to Sen. Bradley)

Fashion Design (Stern Made Nightware)

Stained Glass Workshop (Appleton-Ruber Studios)

Engineering
Computers
Personnel (Burns & Roe)
Public Relations

Writing
Publishing
Graphics (Medical Economics)
Marketing
Editing

Acting (David Lyle)

The group also attended a career day at the Ridgewood YMCA which offered the opportunity for students to meet with professionals in many fields.

Advisory council

An advisory council consisting of teachers, administrators and project guidance counselors met 5 times during the process. The committee monitored the progress of the project, offered many practical suggestions and suggestions for professional contacts. In general this was a supportive group which provided a communications network among the rest of the faculty .

Group Meetings

The counselor and participants met daily throughout the month of March and half of April. Each meeting lasted 45 minutes. Phase I activities and guest speakers were scheduled during this time. Students were pulled out of their regular class periods. The periods were rotated.

Each week's activities were evaluated by the participants (forms attached).

Contacts with Business and Professional Community.

Businesses and professionals within Oradell and River Edge were notified of the program. Many agreed to provide speakers. Several agreed to serve an advisory committee.

Speakers and shadowing sites were used beyond River Edge and Oradell; It must be noted that individuals and corporations within these two communities were extremely generous in time and efforts for this program.

Findings - Results of Student Evaluation of Program.

Weekly evaluations of activities consistently indicated students satisfaction with the variety of activities presented.

Final evaluation indicates over all satisfaction with the program. 80% of the students indicated that they;

1. Know more about careers than they did before the program.
2. Know how to find career information.
3. Agreed that visiting professional sites was a useful way to learn about careers.
4. Know what training and experiences are needed for careers that interested them.

70% of the students indicated that;

1. They knew what criteria and values will be important to them in their career.
2. They needed to continue to learn about various careers.
3. Listening to speakers was a useful way to learn about careers.

All students planned college and stated that they would continue exploring. All could name one definite or several specific career areas under consideration. Even those students who have the same career goals stated that they know much more about the field and related fields.

Results of Pre/Post Test

The Houghton - Mifflin Assessment of Career Development was administered to participants at the start and at the conclusion of the program. The following are highlights of notable differences in the group test results from March 1980 to June 1980.

A. Career Plans.

In June, twice as many students indicated that their current career choices would be the same in one year, then did in March.
This indicates some more self-confidence in current

career choices.

B. Career Planning Activities

Overall more students indicated they had participated in more of the career planning activities enumerated in the ACD with more frequency.

Activities showing significant increases-

March 10% - June 70% - had spoken to an adult outside the family about his/her job.

March 40% - June 80% - had compared two different jobs in terms of satisfaction.

March 10% - June 70% - had read job descriptions.

March 40% - June 90% - had spoken with teachers and counselors about careers.

March 1% - June 60% - had written for career information.

March o% - June 100% - had toured local industries and businesses to observe.

March 30% - June 80% - had recieved "a lot" of help with career planning from school (librarian/counselor).

In general the number of errors in the objective sections of the test decreased. This includes job knowledge and career planning knowledge.

In addition to the above, students were able to frequently express themselves verbally and in writing about their career search. They were active interviewers during guest speaker sessions as well as on the shadowing experience.

Several students concluded that they seemed more "confused" about a career choice, because they had never before considered all the options. All felt they knew where to obtain information and help, and what personal values would be involved in a career choice. They felt optimistic that they would make suitable choices.

The most frequent criticism of the program by students was the scheduling of the program. As conscientious students, they objected to missing classes in order to attend this program.

Results of Local Business and Professional Community

During the implementation of this project, River Dell experienced the enthusiastic cooperation of local professionals and businesses who interrupted their responsibilities to work with our students. Representatives of over 25 local businesses and corporations actually spent more then approximately 75 hours in actual contact with students. Additional time was spent by these individuals in transporting themselves to the high school, or in arranging and re-arranging schedules with colleagues to accommodate visits of students to work-sites.

In addition to those companies and individuals who actually participated this year, many others expressed interest in doing so next year.

There is a clear interest and willingness on the part of local businesses and professionals to cooperate with this school system in an on-going career program. See attached list for names and companies and individuals who participated in this project.

Interpretations of Findings.

The program has successfully met its objectives as evidenced by;

1. Favorable reports and evaluations by students who indicate an increased knowledge of career and career planning information, personal values and decision making process.

2. A strong cooperative relationship now exists between the school system and local professionals. This is an invaluable resource.

3. Teachers, administrators and board members and parents have all expressed support of the goal and organization of this program.

4. Starting the program in March proved to be detrimental to the impact of the program. Pulling students from their already existing schedule proved to be stressful for extremely conscientious students.

Also, shadowing occurred in May - a time when many traditional field trips were scheduled. This led to students missing class for many reasons in addition to the career program. Much information and many experiences were made available to students on an intense schedule, with little time for syntheses. The original design of a full year's program, running Sept. through June is intrinsic to achieving the optimum success.

Results of Parent Evaluation.

Parents expressed enthusiasm and support for this program, both verbally at a special meeting held for them, and in writing at the conclusion of this program. Many stated that the true influence of the program will be felt in the future rather than now. Several stated it was one of the "most useful experiences in my child's education." Many expressed the wish to have their students involved in the phase III apprenticeship portion of the program that had been cut. They would like to see some continuity of this program for students as they enter their senior year.

Dissemination Activities Planned and/or Implemented.

This report will be sent to special Ed Region V of which River Dell is a member. This report will be available in the school library as well.

Elimination of Sex Bias and Stereotyping.

The student selection process did not make use of names on tests or other criteria documents. Students computer ID numbers were used for identification purposes. No one connected with the project discriminated along sex lines in regard to the appropriateness of a particular career interest area or vocational plan. Tests which have not provided for the elimination of sex bias in item wording or intent were not used in the project.

C. Summary.

1. Conclusion

a. A special career program involving the phases outlined above is useful and appropriate to gifted and talented 11th grade students.

b. The involvement of the business and professional community, in both speaking to groups and in the shadowing experience provides an opportunity for unique overviews as well as specialized insight.

c. The original plan of a year long 3 phase program needs to be complemented to insure proper evaluation, since intense end of year scheduling made it difficult for students to meet all their responsibilities.

The existence of this program within the school had had spill-off effect. Speakers were video-taped so that other students could listen. Resources collected for this program were on display, naturally this invited inquiries from other students.

2. Recommendations

A tremendous investment of time was spent in organizing the program and establishing cooperative contacts in the business world. The momentum of this work could easily be maintained by a counselor. The school system should capitalize on these investments and investigate ways to continue this program. The same investment of counselors time could be used to deliver this program to more students, and students with other special needs.

Every effort should be made to continue funding this program in its entirety. The River Dell School System should seek ways of incorporating appropriate portions of this program to groups of students in addition to the gifted and talented.

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Hoyt, K.B. Paper presented at the Texas Education Agency Conference on Career Education for Gifted and Talented Persons, Austin, April, 1975.

Mitchell, J.S., I Can Be Anything, New York, Bantam Books, 1978.

Torrance, E.P. Future Careers of gifted and talented students. Paper presented at the Conference on Gifted and Talented Children and Youth, Texas A&M University, College Station, November, 1976.

APPENDIX

NAME	ORGANIZATION	CAREER
Furst, Ken	Sealand, Elizabeth, N.J.	International transportation
Keramaidas, George	ABC, NYC	Research and marketing in Television
Brush, Robert	The Record, Hackensack, N.J.	Photojournalism
Belzer, Jim	Burns & Roe, Oradell, N.J.	Training & Development
Surdoval, Mary Alice	Burns & roe, Oradell, N.J.	Engineering
Miller, Gordon	Decision Training Systems Pelham N.Y.	Decision Making Process
Larit, Sherwin	IBM, East Orange, N.J.	Careers in Computers
Griggs, A., M.D.	Private Physician, River Edge, N.J.	Careers in Medicene
Bramucci, Ray	Aide to Sen. Bradley	Careers in Politics
Burgess, Joseph	Private Consultant, River Edge, N.J.	Engineering
Burden, Marian	Bloomingdale's, Hackensack, N.J.	Public relations, fashion Merchandising
Celizer, Michael	The Record, Hackensack, N.J.	Writing, journalism
Maxwell, Nancy	B. Altman's, Paramus, N.J.	Merchandising
Levy, Dr.	Pascack Valley Hospital, Westwood, N.J.	Sports Medicine
McGowen, John	Price Waterhouse, Hackensack	Accounting
Jones, Richard	Pascack Valley Hospital, Westwood, N.J.	Administration,Pathology
Brunetto, Rose	Sen. Bradley's Office	Politics
Milano, Dr.	Teaneck, N.J.	Psychologist
Chatellier, Carol	Stern-Made Nightwear New York, N.Y.	Fashion Design
Yates, Dr.	F.D.U. Dental clinic Teaneck, N.J.	Dentistry and private practice
Appleton, Mr.	Appleton-Ruber, Stained Glass Wycoff, N.J.	Small business & crafts

NAME	ORGANIZATION	CAREER
Warner, Pat	Burns & Roe, Oradell, N.J.	Public relations, Personnel, Computers
Berg, Donald	Medical Economics, Oradell, N.J.	Journalism, publishing graphics, art directing
Lyle, David	N.Y.C.	Acting
Collins, Frank	Private Practice, River Edge, N.J.	Attorney

Report compiled by Claire Van Houten

3/7-3/11

Name _____

Evaluation - Gifted and Talented
Career Awareness Program

I. Please rate the following 0 - 1 - 2-3-4-5 (5 is the highest) - in terms of their usefulness and interest to you.

ACTIVITIES

1. ACD test _____
2. Values (future priorities) _____
3. 20 things _____
4. life line _____
5. 50 traits _____
6. articles _____
7. group discussion / sharing _____
8. Discussions with 2 or 3 students _____
9. counselor's comments / questions

GROUP WORK (1-5) = in terms of your satisfaction with the following

1. your participation in group _____
2. group's reaction to individuals _____
3. group feeling as a whole _____
4. counselor's reaction s _____

   contributions _____

II. What have you learned this week?

III. Has the work of the group affected your experiences outside the group? (class,work, family, friends ?) if so - in what way?

IV. What are your views (pro/con) of working in a group of 10?

V. What (if any) things would you like to change or improve about your participation in this group?

VI. Suggestions for improvement in the program.

VII. Is there any thing you wish to communicate to me (on another group member)? Please do so.

WHO - WHAT'S IMPORTANT

NAME_____
Date_____

1. Who would be the most significant people in your life? Work?

2. List ten things that would mean the most in your life and work (objects)

3. List the 10 conditions that would mean the most to you in your life and work.

SUCCESS FACTORS

NAME _____
DATE _____

Make a list of key seccess experiences in your life. Next to them, write all the skills, capabilities, personality traits etc. involved in that success.

Experience	Skills

Evaluation Form

Week Of 3-17 3-21
3

I. Rate (1-5) in terms of interest, usefulness, satisfaction with the following:

1. Developing questions for speakers _____

2. Speaker - Publishing _____

3. Life-line _____

4. Skills Inventory _____

5. Information gathering _____

6. Strong (step 1) Campbell Interest Inventory _____

II. Please check those statements that reflect your position as of this date as a result of this program.

_____1. I am learning more about what qualities I seek in a career or profession.

_____2. I am becoming aware that I have more options than I thought.

_____3. I am learning how to find out moreabout careers that interest me.

_____4. I am learning how to talk to people about careers.

_____5. I can rule out careers that do not interest me.

_____6. I need to find out more about careers that interest me.

_____7. I need to learn how to set goals.

_____8. I need to develop plans to reach goals.

III.

1. Modify any of the above statements to make tham more reflective of where you are in regards to this program and career information.

2. To what extent (if any) have your experiences in this program effected your career awareness outside group.

3. Please say whatever needs to be said - in evaluating your experiences this week.

3/17-3/21

YOUR LIFE - LINE

Name _____
Date _____

1. Who have been the most influential people in your life, and in what ways have they been influential?

Dates -

2. What have been the major interests in your life?

Dates-

3. What are the most critical things that have happened to you that have made you who you are? They may be positive or negative.

4. What have been the most important successes and failures in your life?

5. What have been important work experiences for you? (school, part-time jobs, at home)

6. What have been important decisions in your life.

7. What will be important decisions in your life. Name at what age you think you'll be making these decisions.

Evaluation
Week of Mar. 24-28

Name_____

I. Please rank (1-5) the following in terms of information received about career area reoresebted.

1. Film - "Citizen"
   Sealand

2. Ken Furst
   Director of Administration
   Sealand

3. Frank Collins
   Attorney

4. Robert Brush
   Photo-journalism
   "The Record"

5. George Keramaidas
   Vice-President
   Audience Research
   ABC

II. Please comment - for each of the 4 speakers about the following.

1. What personal values, interests and traits did each speaker exhibit. How do they compare to your values and interests and traits?

Mr. Furst:

Mr. Collins:

Mr. Brush:

Mr. Keramaidas:

2. What specific new information or insights did you gain about these career areas?

Sealand:

Attorney:

Photo-journalism:

Name _____

"Business" end of TV

3. For each career area discussed this week list those aspects which appeal to you. Also list those which do not appeal to you.

Sealand:

Attorney

Photo-journalism

"Business"end of TV

4. You may or may not be considering any of these areas; howeverwhat general themes or perspectives did you hear about this week that could apply to careers in general?

III. This week's activities have differed from the past few weeks. Try to project your needs for the next few weeks.

What careers would you like to know more about?

2. Begin to list areas you'd like to observe for the shadowing experience-

3. Please say anything that needs to be said.

Career Program - Evaluation - Week of March 31 - April 3, 1980

I. Using a scale of 1-5 indicate how interesting or useful you found the following:

A. Introduction to GIS computer room _____

B. Jim Belzer, training and development Burns and Roe _____

C. Mary Alice Scurdoval Engineer - Burns & Roe _____

D. Gordon Miller Decisions _____

II. Briefly state what you learned this week about the following:

1. Career information abailable through the computer

2. The "training and development" field.

3. Engineering

4. The decision-making process.

III. What general considerations, and insights about careers have you learned this week?

IV. Have your current career interests been influenced by what you've learned this week- (Re-inforced or expanded) If so, how?

V. Say what ever needs saying.

Evaluation Form
Week of April 14 - 18

Name_____

PLEASE TRY TO RETURN THIS BY PERIOD 8 APRIL 18 - TO SR?. HIGH GUID? OFF?

I. Evaluate in terms of interest and usefulness the following activities (1-5)

1. Mr. Larit IBM
   Careers in computers _____

2. Dr. Griggs
   Careers in medicene _____

3. Mr. Bramucci
   Careers in politics _____

4. Bloomingdale's
   Careers in fashion,
   retail, merchandising _____

II. Please check those statements which are true for you now.

_____1. I need to know more about specific career areas.

_____2. I know how to find out more about careers that interest me.

_____3. I would like to run the GIS computer program for myself.

_____4. I am interested in several career areas and am not ready to choose.

_____5. I am ready to choose areas to investigate in greater detail.

_____6. I can make 5 sources of career information.

_____7. My understanding of the variety of career opportunities available to me has expanded over the past few weeks.

_____8. I believe it is useful to learn about many career areas - even those I choose not to pursue.

III. Alter any of the above statements to make them reflect your thoughts.

IV. Please list 3-5 fields you'd like to go out and observe during the shadowing experience.

V. Please say anything that needs saying.

GIFTED AND TALENTED CAREER PROGRAM

FINAL EVALUATION

NAME _____

JUNE 7, 1980

I. Please indicate your reaction to each statement;
1. strongly disagree
2. disagree
3. no opinion
4. agree
5. strongly agree

STATEMENTS

_____1. I am glad I participated in this special career program.

_____2. I feel the time and effort I exerted for the program were worth it.

_____3. I know more about careers than I did before the program.

_____4. I have a clearer idea of what people really do in several career areas.

_____5. I would like to continue and learn about various careers.

_____6. I know how to find career information.

_____7. I know what criteria and values will be important to me in my career.

_____8. I know how to find out what training and experience are needed for careers that interest me.

_____9. It is useful to learn about careers that I probably will not enter.

____10. Right now I am fairly certain about what career path I wish to follow.

____11. I am not ready to dedide on a career path at this time.

____12. I am aware of what special values, skills and opportunities are important for me to consider in order to feel fullfilled and successful.

____13. I am optomistic that I will find a career path (s) that will please me.

____14. I know at least 3 written sources of career information.

____15. I know at least 3 people who can help me with career information.

____16. I would know how to speak to professionals about career information in the futur

____17. I view my choice of careers as one of the most important choices of my life.

____18. Listening to speakers is a useful way to learn about careers.

____19. Visiting professional sites is a useful way of learning about careers.

____20. Sharing reactions and information with group members is a useful way of learning about careers.

____21.

COMPANY #457 J. L. HAMMETT COMPANY #457 J. L. HA

II. PLEASE answer HONESTLY and COMPLETELY:

1. What general consideratons have you learned about career choices

2. As of now what characteristics and qualities are important to you as you consider career choices?

3. What experiences in this program were most useful to you and why? (People, places, materials, conversations) Be as specific as you can be -

4. Briefly state what steps you will take related to career choice between now and graduation from River Dell.

5. What steps related to career choice will you take over the next 5 years?

6. How has what you've heard, read, observed and experienced in this program changed your views and understanding of the world and your life?

III. If you think the program should be run again, what suggestions for improvement can you make?

1

You always know- if you know yourself and listen to yourself. You are your only security. Follow your dreams - you have the power to make them come true.

You are at your work place.

It is now the year 1995. What are you doing? How are you dressed? Who's there? Where is it? What does it look like? What sounds are there? (You may or may not see the job title, but you will get pictures of you and the place and the activities). It is now the next day and you are not at work. Where are you? Is anyone else there- who? What are you doing? What are you wearing? What is the weather like?

Write a description of these 2 days of your future - according to the picture that came through your mind.

"The Shadowing Experience"

As with most experiences in life, the shadowing experience will be what you make it. It is important to be aware of the surroundings, and to ask questions. Feel free to inquire about related careers, or other places where the same positions are available. Ask, too, about advancement in the field.

Remember too, that the professionals whom you are visiting are interrupting their work to spend time with you. They are truly interested in meeting you and being helpful to you.

Be sure to thank the people you visit and observe. Ask if they know of any other people or places it would be useful to see. It is appropriate to ask for a business card and send a "thank-you" note.

For each visitation complete the attached form.

The Shadowing Experience

YOUR NAME _____ DATE _____

PLACE VISITED _____

PEOPLE VISITED _____

CAREER AREA OBSERVED _____

a. CAREER INFORMATION - Summarize the career area from written information and observation. (Skills, training, personal characteristics - outlook.)

_____

_____

_____

_____

_____

b. PERSON(S) INTERVIEWED _____ TITLE or POSITION _____

WORK HOURS _____

STEPS FOR ADVANCEMENT _____

_____

PERSONAL REWARDS _____

_____

WHAT DOES PERSON LIKE BEST ABOUT THE JOB? _____

_____

WHAT WOULD THEY CHANGE? _____

_____

OTHER INTERESTING INFORMATION _____

_____

_____

c. PLACE

DESCRIBE THE ENVIRONMENT:
(CLEAN/DIRTY - CALM/HECTIC - BARE/CLUTTERED - PLEASANT/HOSTILE - RELAXED/FORMAL - WARM/COOL - NOISY/PEACEFUL)

WHAT MATERIALS, TOOLS, MACHINES WERE SEEN OR WERE IN USE?

d. PERSONNEL
IN ADDITION TO THE PERSON YOU "SHADOWED" WHAT OTHER PEOPLE DID YOU SEE OR MEET? WHAT WERE THEY DOING?
DESCRIBE THE INTER-RELATIONSHIP OF PERSONNEL AT THIS SITE:

e. WHAT WAS THE MOOD OF THE VISIT?

WHAT DID YOU LEARN?

IN WHAT WAYS DOES/OR DOES NOT THIS FIELD RELATE TO YOUR VALUES, INTERESTS AND SKILLS?

HOW CAN YOU FIND OUT MORE ABOUT THIS AREA?

ARE YOU STILL INTERESTED IN THIS CAREER AREA? WHY? WHY NOT?